TWO TEACHING UNITS IN SECOND-YEAR TYPEWRITING

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TWO TEACHING UNITS IN SECOND-YEAR TYPEWRITING

Submitted by

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Salem, Massachusetts, 1931)

In partial fulfillment of requirements for

the degree of Master of Education

1947

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CHAPTER I

INTRODUCTION

Purpose of the paper.-- The accompanying units on "Typing Manuscripts" and "Typing Common Legal Documents" have been prepared and taught by the writer in an effort to carry out in her classes the principles of unit organization derived from the course on "The Unit Method in the Secondary School" given by Dr. Roy O. Billett at Boston University as set forth in his book entitled Fundamentals of Secondary School Teaching.1/

The pupils.-- Forty-eight pupils, all in the junior year except four who are seniors, comprise the two second-year typewriting classes in the North Attleborough High School with whom these typing units were tried. The ages of the pupils at the time of teaching Unit I in January, 1947 ranged from 15 years, 2 months, to 18 years, 11 months, the median being 16 years, 6 months.

There is slight selection of the groups to the extent that pupils must have completed the first-year typing course with a grade higher than D (grades used are A, B, C, and D), to be eligible to continue with typewriting. Marks

1/ Billett, Dr. Roy O., Fundamentals of Secondary School Teaching. Boston: Houghton Mifflin Company, 1940.

CHAPTER I

INTRODUCTION

Purpose of the paper.-- The accompanying units on "Typing Manuscripts" and "Typing Common Legal Documents" have been prepared and taught by the writer in an effort to carry out in our classes the principles of unit organization derived from the course on "The Unit Method in the Secondary School" given by Dr. Roy O. Billett at Boston University as set forth in his book entitled Fundamentals of Secondary School Teaching.[1]

The pupils.-- Forty-eight pupils, all in the eighth year except four who are seniors, comprise the two second-year typewriting classes in the North Attleborough High School with whom these typing units were tried. The age of the pupils at the time of teaching Unit I in January, 1947 ranged from 13 years, 2 months, to 18 years, 11 months, the median being 16 years, 3 months.

There is slight selection of the groups on the second-year pupils must have completed the first-year typing course with a grade higher than 2 (grades used are A, B, C, and D), to be eligible to continue with typewriting. Hence

[1] Billett, Dr. Roy O., Fundamentals of Secondary School Teaching. Boston: Houghton Mifflin Company, 1940.

for first-year typewriting, which usually correlate to a fairly high degree with second-year achievement, are available as a guide to the accomplishment that may be expected. Access is also had to the Otis Classification Test given during the freshman year, the results of which show a range in the classification index among these pupils from 71 to 125.

The fact that the teacher has most of the same pupils in beginning shorthand aids in a study of them as individuals. The small enrollment in the school, about 425, also facilitates close acquaintance with its members.

The classroom.-- The classroom is equipped with 30 typewriters of three standard makes, each placed on a separate table having one small drawer and a writing slide. These facilities are adequate in comparison with the size of the classes and allow each pupil to work independently at his own machine. Neither the tables nor the chairs are adjustable, but this disadvantage is partly overcome by having some of the tables on blocks to make them of different heights. The chairs are moveable. The electric lights are indirect modern type.

Enough copies of Typing for Business, Two-Year Course, by Blanchard and Smith, are available to keep one on each table. There is also an individual copy of a drill book, Typewriting Speed Studies, by Adelaide B. Hakes, on each

table. Ten copies of Gregg Typing, Second Edition, Complete Course, and single copies of other typing textbooks containing sections on manuscripts and legal papers are on hand as supplementary material.

A four-drawer filing cabinet for 5 by 3 cards and a two-drawer letter-size filing cabinet are part of the furnishings. There are two small tables for holding books and the paper cutter. An unabridged dictionary with stand and several small dictionaries are easily accessible.

Needed improvements.-- Working conditions would be improved were some of the blackboard replaced by a large bulletin board. The two small bulletin boards are not sufficient to serve the six classes of first-, second- and third-year typing pupils which meet every day. The closet space needs to be supplemented by a suitable cabinet for supplies. A bookcase to provide a readily accessible place to keep supplementary books is also needed. A larger table and two or three chairs would be useful for occasional work not done at the typewriter. Since there is no space to put them, however, under present conditions, a table and chairs in an adjoining corridor are sometimes used.

CHAPTER II

UNIT I--TYPING MANUSCRIPTS

General Statement of the Unit

The typewriter is today a common writing tool both for business and for personal use. A considerable portion of material recorded by such means is in the nature of straight copy, loosely termed manuscript typing. A knowledge of the general principles of arrangement of such material, together with ability to apply them, is needed by the typist.

Delimitation of the Unit

1. The word "manuscript" is of Latin derivation and means written by hand. It is commonly used to designate a handwritten or typewritten document as distinguished from a printed one.

2. A manuscript may range in length from a simple composition of a few pages to an author's draft of his book.

3. The pupil should acquire sufficient knowledge of the format of manuscript typing and have enough practice to enable him to type satisfactorily work of this nature, as follows:

a. Simple manuscripts of a few pages with no arrangement problems beyond placement of title,

author's name, single footnotes, quoted or indented material, and a title page.

b. Manuscripts of several divisions or chapters containing numerous footnotes, some rough draft copy, a table of contents, and a title page and cover.

4. The pupil should be aware that some manuscripts are of greater difficulty than the foregoing and may have to be set up according to a designated style manual to meet the requirements of a publishing house or a college or university. He should have a general idea of the need for and arrangement of a bibliography and an index.

5. Manuscripts are typed with black ribbon on standard size 8½- by 11-inch white paper. Only one side of the paper is used. For important manuscripts, a good quality bond paper should be used; for ordinary manuscripts and carbon copies, less expensive paper may be used.

6. Double spacing is generally used. Short personal compositions may be single spaced. Material that may need revision, such as an author's first draft, may be triple spaced to allow more room for corrections.

7. Quoted or inserted material within a manuscript that takes four or more lines should be single spaced and, if space permits, indented five spaces from left and right margins. Quotation marks may or may not be used. The

typist should copy quotations without any change in capitalization, punctuation, spelling, or paragraphing.

8. Side margins preferably should be at least 1½-inches wide, but they may be 1-inch wide if necessary to get more material on a page. A 50-space or 60-space line with pica type and a 60-space or 70-space line with elite type may be used with satisfactory results. Manuscripts bound at the side should have a 1½-inch or 2-inch left margin and a 1-inch right margin.

9. The top margin on the first page of each chapter or section should be wider than on succeeding pages. A 12-space allowance is suitable. The bottom margin should be 1½-inches or 1½-inches wide.

10. Pages, except the first, should be numbered with Arabic numerals placed in the upper right corner an inch from the top of the page and flush with the margin. Three spaces should be left between the page number and the text. The first page is usually left unnumbered; if a number is used, it should be centered three spaces below the last line on the page.

In an unbound manuscript, page numbers may be put an inch from the top of the page in the center instead of at the right. If the manuscript is bound at the top, page numbers should be put at the bottom of the page in the center three spaces below the text.

11. Pages should be numbered consecutively throughout the entire manuscript.

12. In some cases, a running head may be used. This consists of the title repeated at the top of each page flush with the left margin and written in upper and lower case instead of in all caps. The page number goes on the same line at the right margin.

13. The first line of each paragraph should be indented five spaces. Pages should not end with one line of a paragraph, nor should only one line be carried to the next page. The bottom margin may be increased or decreased a little to prevent this. The last word on a page should not be divided.

14. Each chapter or main division should begin on a new page.

15. At least one carbon copy of a manuscript should be made.

16. Titles of books, periodicals, and theses are generally underscored. Titles of articles are quoted.

17. A manuscript having definite divisions or chapters should have a table of contents which should show the title of each division or chapter and the number of the page on which it begins. Smaller divisions within larger ones also may be indicated in the table of contents. An outline arrangement may prove suitable in such a case.

18. References to quoted or explanatory material should appear as footnotes on the same page where mention is made of the material they support.

If few, footnotes may be indicated by the asterisk; if numerous, they are indicated by superior or raised figures. Other symbols are occasionally used. The reference symbol in the text should be placed after the word or punctuation mark, with no space between. One space should be left after the reference symbol before typing the footnote.

Footnotes should be single spaced, with double space between. They may be typed in paragraph, block, or hanging indention style.

Footnotes should be separated from the other material on the page by a solid line eight to twelve spaces long beginning at the left margin. There should be one space before this line but none after it.

The space needed for each footnote should be estimated and allowance made for it in addition to the bottom margin.

Footnotes indicated by superior figures should be numbered in sequence on each page. Some authorities, however, direct that footnotes be numbered consecutively throughout the report.

When two footnotes contain references to the same material and are not separated by an intervening footnote, the second one should be indicated by Ibid., the abbreviation for

ibidem, meaning "in the same place."

In typing material that is to go to the printer, footnotes are put directly after the reference symbol and set off from the manuscript by a preceding and following underscore line from margin to margin.

19. It is customary to use Roman numerals for the major divisions of a manuscript, a book, or an outline, and to use Arabic numerals for the secondary divisions.

20. Separation pages, or blank pages, are inserted after the cover and between the parts of a manuscript to add style. If the title of the part it precedes is typed on it, the separation page is called a half-title page.

21. Important manuscripts should have attractive and durable covers. Only information necessary to identify the manuscript goes on the cover. This usually consists of the title and the name of the author.

22. The title page repeats the information on the cover with additional details such as subtitle, title of author, name of publisher if the manuscript is a printed one, place and date of publication, and copyright notice.

23. A short manuscript should have a front cover, manuscript pages, and a back cover. If desired, separation pages may come after the front cover and precede the back cover.

24. A long manuscript should have a front cover, title page, table of contents, manuscript pages, and back cover.

Separation pages may be used after the cover, between chapters or sections, and before the back cover.

25. Manuscripts for the printer should be left flat.

26. The typist should read the manuscript to get the general meaning before beginning to type it. Obvious errors should be corrected and doubtful points indicated.

27. Main heads of a manuscript are usually centered. Subheads may be centered if typed in less emphatic style. However, they are usually started at left margin or at paragraph margin. Less frequently, subheads may be arranged as marginal heads or inserted headings.

28. Uniform style for spacing, indentions, headings, capitalization, abbreviations, and figures should be used throughout. Thus, if a 60-space writing line is decided upon, it should be adhered to. Likewise, the spacing after page numbers, before and after headings, and after figures and punctuation marks should be consistent. Abbreviations should be shown in the same form; for example, the typist should not use c.o.d. in one place and C. O. D. in another. Different spellings for the same word should not be employed in the same manuscript, such as catalog and catalogue, enclose and inclose, even though both spellings are acceptable. A style manual should be referred to, if necessary, for the preferred way of expressing dates, sums of money, and the like.

Incidental Learning Products

The pupils gained in ability to carry on their work with less dependence on the teacher's directions. This increased self-reliance was not noticeable at first but became apparent as the pupils grew accustomed to the use of a study and assignment guide.

An attitude of carefulness to understand what each typing job involved replaced the tendency to begin work hastily after a mere glance at the instructions on the study guide or in the text. The necessity of retyping a piece of work incorrectly done brought home the truth of the adage that haste makes waste.

Pupils who typed material for the school paper or for members of the faculty came to sense the need of following the meaning of what they were doing rather than typing mechanically and of proof-reading the finished product carefully. Much of this material was in longhand, not very legible, and not without errors in spelling and grammar. The fact that the finished product was to be actually used increased the desire to do creditable work, free from error. To a lesser degree, the rough drafts in the text, which were done by all the pupils, offered a challenge and fostered the habit of watchfulness.

From trial and error in setting up unarranged material came some ability to estimate placement on the page accurately

enough to make the first draft of a piece of work presentable. Judgment in best methods of displaying the material also improved.

The Unit Assignment Sequence

Tentative Time Allotment.-- The work in this unit was planned for a period of four weeks.

Introduction.-- During the next few weeks, your work will consist mostly of manuscript typing. All the required assignments and a few of the optional ones are in your regular textbook, Typing for Business. Consult the card index file for optional activities which you may care to do. The work need not be done in the order listed on your study guide sheet.

Study and Activity Guide.-- This guide is designed to aid you in understanding and carrying on your work in connection with the typing of manuscripts.

1. Assignment 51, page 88. Read carefully the directions for typing a business report before going ahead with the one-page report on page 89. Be sure you know whether your typewriter has elite or pica type in order to set the marginal stops as suggested. When you have finished this assignment, type the answers to the following questions on a half sheet of paper to hand in with your work: What spacing is generally used in business reports? What length line is desirable for elite type? For pica type? How is the heading

displayed? How much space is left after the heading? Verify your answers, if necessary, by referring to page 88.

2. Assignment 60, Job 3, page 101. Before beginning this job, read what your text has to say about rough drafts and revises on page 79 and study the list of common revision marks on page 78. Use double space and generous margins. Since this article is less than a page in length, you may need to put the title more than the usual two inches from the top of the page in order to secure good placement. Type a second copy if your first trial is not well placed. Is there any difference between a "revise" and a "rewrite"? What should the typist do if part of the rough draft is not clear?

3. Unit 49, Job 4, page 315. Retype this page of a rough draft manuscript, using double space and a 60-space line. Center the heading in all caps twelve spaces from the top of the paper. How many spaces should you leave after the heading? Refer to the revision marks on page 78, if you are in doubt as to any of the corrections indicated.

4. Unit 58, Job 4(a), page 342. Here you are to type correctly a rough draft of part of a stockholder's report that will go over to the second page. Number the second page with an Arabic numeral placed six spaces from the top edge of the paper even with the right margin. No period or other mark of punctuation is used with the page number. Set

the line space gauge for double space and the marginal stops for a 50-space or 60-space line. (See revision marks on page 78, if necessary.)

5. Assignment 11, Job 1, page 174. Some manuscripts may have subheadings as well as the main heading. Observe the various ways of displaying headings in the illustration on page 173. Note that the main heading is emphasized by spreading the letters. When letters are spaced out in this way, how many spaces are left between words? In what other way might a main heading be emphasized? You will see that three styles of subheadings are shown. Which style do you think is most frequently used? Why? Which is the most difficult to type? If you had subheadings containing five or six words, would the cut-in heading be a suitable style to use?

6. Assignment 113, page 174. Read carefully the information on Quotations and Footnotes. Then turn to page 176 and type the rough draft manuscript page as directed in Job 1. Use a 60-space line. Do you know: Why the quotation is put as a separate paragraph? Why the quotation marks are omitted? In what one of the three allowable forms the footnotes are arranged?

7. Unit 53, Job 4(a), page 327. Type this rough draft manuscript as the second page of a booklet. Remember that quoted material is typed in a shorter line. Notice the way

the footnote is inserted directly after the reference index and set off from the preceding and following text by underscore lines extending from margin to margin. This way of showing footnotes is used in material that is going to the printer.

8. Unit 42, page 286, Jobs 1, 2, 3, and 4, page 289. Up to this point, all manuscript work has been what is called unbound. Pages of long manuscripts are usually bound at the side or top. In this work you will type a manuscript that is to be bound at the left side. Note that a 2-inch left margin and a 1-inch right margin are specified. The extra inch on the left is to allow for fastening the pages together. In many cases, a half-inch allowance for binding is sufficient.

Read the directions for each job carefully before you type the portions of the manuscript to which they refer. Omit typing the financial statements but continue with the portion of the manuscript that follows. Center headings from 45 instead of 40.

9. Unit 43, Jobs 6, 7, 8, 9(a), and 11, page 293. Here you can use your skill in typing a foreword, a title page, a bibliography, and a table of contents to go with the text material you completed in Unit 42. Remember this is to be part of a manuscript bound at the side and use the correct margins for this type of binding.

Observe that the foreword and contents pages are numbered with small Roman numerals. When you type the table of contents you will have to look over the text material you typed in Unit 42 in order to find the correct page references.

When typing the bibliography, notice the difference between the way titles of books and magazines and titles of articles are listed. Can you tell why certain references in the bibliography begin with a blank line instead of an author's name?

Assemble the material in the order specified in Job 11 and staple at the left in two or three places. To add style, you may insert a blank page, or separation page, after the title page and also at the end of your booklet.

10. Test 4, page 309. This manuscript, which is all in longhand, is to be typed for binding at the top. Leave at least a half-inch extra space to allow for top binding and number the pages in the center three spaces below the text.

Optional Related Activities.-- The following optional activities were listed on 3 by 5 cards which were put in a small filing cabinet for ready reference.

1. Type in correct manuscript form an assignment for some other class in school, such as (a) an English composition, (b) a book report, (c) a current events reading report,

(d) a report for general science, physics, biology, or any other school subject.

A simple title page will add to the attractiveness of your work if your manuscript is several pages in length. You may make erasures if they are neatly done. Submit your work to your typing instructor for approval.

2. If you are keeping a notebook in history or English or geography, you may wish to type a section or two of the current work in correct set-up. You may also wish to prepare a table of contents for the work already done in your notebook. As your notebook is fastened at the side, you will need to allow from half an inch to an inch extra left margin. Hand in your work for inspection and approval.

3. Volunteer for service to faculty members in typing work of a manuscript nature that is approved by the typewriting instructor for you to undertake.

4. Volunteer to serve as an assistant typist to the staff of the school paper, arranging the articles in proper form for the printer. Work of this kind will require careful proofreading for errors in spelling and grammar as well as in typing.

5. Public stenographers charge 20 cents a page for the original and 5 cents for each carbon in manuscript typing. Arrange to be timed for an hour and see how much you would be able to earn if paid at this rate. Use Lesson 90, page 98,

Gregg Typing, making two carbon copies. There is only one footnote in this manuscript which is indicated by an asterisk instead of a raised numeral. Remember that corrections are to be made within the time limit.

6. If you take Latin, you may be interested in preparing a short paper to be posted on the bulletin board explaining the meaning and derivation of the word "manuscript." Some information about the preparation of manuscripts in the olden days by scribes will make an interesting contrast with the preparation of manuscripts today. Consult an encyclopedia.

7. Perhaps you plan to go to college. If so, you may some day have to type a term paper or a thesis. The following exercises illustrate a little of thesis arrangement. Try one or both, as you prefer.

(a) 20th Century Typewriting, Exercise 123, pages 167-168. This is an introduction to a thesis. The footnotes, as you will see, are numbered consecutively on each page. Some style arrangements call for numbering the footnotes consecutively throughout the entire manuscript.

(b) 20th Century Typewriting, Lessons 126-130, pages 171-172. On these pages you will find a portion of a thesis to be typed.

8. Lessons 118-120, starting on page 156 of 20th Century Typewriting, call for the typing of an entire booklet, with

[illegible]

cover, title page, table of contents, and text. Notice the difference between the cover and the title page. Which has more information? As this is an ambitious project, with four main divisions in the text material, you may choose one among the four divisions, omitting the other three. Or you may be able to work with several others and thus complete the booklet. Illustrations for the parts of the booklet, which are entitled "Public Behavior," "School Behavior," "Travel Behavior," and "Social Behavior," would make an effective bulletin board display.

9. As you are aware, if you belong to a club, such organizations operate under adopted rules generally referred to as a constitution. On page 198 of Business and Personal Typewriting, you will find a constitution of a commercial club which you may decide to type, together with a title page and a table of contents.

10. If you appreciate artistic work, you may like to put a simple border on a title page. If so, you will find some good examples of borders in Ornamental Typewriting. You may select any title page you wish, or you may use the one on page 179 of Webb's Simplified Typewriting. The bottom margin should be a little wider than the margin at the top and sides.

11. Assignment 114, Job 1, page 177, Typing for Business. Put this table of contents on a standard-size sheet, planning for vertical as well as horizontal centering.

12. Assignment 114, Job 3, page 177, Typing for Business. Type this bibliography in the correct form, as illustrated. What information is contained in a bibliography besides the name of the book or magazine and the name of the author? In assembling a manuscript, where would you put the bibliography?

13. Many experienced typists find it convenient to have a reference folder or pamphlet containing information to guide them on points of usage and style. Perhape you would like to start such a style manual by copying the list of common revision marks on page 78 of your text. Use pen and ink where necessary to show some of the correction marks.

If you would like a copy of the various styles of display headings for your style manual, type Assignment 11, Job 1, on page 174 of your text in duplicate. Correct any errors you may have made on the original which you will retain for your copy. The duplicate will then serve for required assignment No. 5.

Another suggestion for a reference pamphlet is that you copy the rules for word division on page 297 of your text. They are valuable helps to a careful typist who desires to produce work of high quality. You may have other material that you think will be valuable to you which you may add or substitute in place of the foregoing.

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Test on Manuscripts

Part 1 True-False

Directions: Circle T if the statement is generally true and F if it is generally false.

1.	The word "manuscript" is used to describe both handwritten and typewritten documents, but not printed ones.	T	F
2.	Compositions of less than five pages in length are not classed as manuscripts.	T	F
3.	Both sides of the paper are used in typing a manuscript.	T	F
4.	Legal-size paper is preferable to standard-size paper because it permits more material to be typed on a page.	T	F
5.	Red ribbon is desirable because it attracts attention to the manuscript.	T	F
6.	The general rule in manuscript typing is to use double space.	T	F
7.	Single spacing may be used for short personal compositions or reports.	T	F
8.	It is never correct to use triple spacing.	T	F
9.	Quoted material within a manuscript is typed single space regardless of length.	T	F
10.	Quoted material that is indented from the left and right margins need not have quotation marks.	T	F

Test on Manuscripts

Part I True-False

Directions: Circle T if the statement is generally true and F if it is generally false.

---

1. The word "manuscript" is used to describe both manuscripts and typewritten documents, but not printed pages. T F
2. Compositions of less than five pages in length are not classed as manuscripts. T F
3. Both sides of the paper are used in typing a manuscript. T F
4. Legal-size paper is preferable to standard-size paper because it permits more material to be typed on a page. T F
5. Red ribbon is distinctly pleasant to attract attention to the manuscript. T F
6. The general rule in manuscript typing is to use double space. T F
7. Single spacing may be used for short personal compositions or reports. T F
8. It is never correct to use triple spacing. T F
9. Quoted material within a manuscript in typed single space regardless of length. T F
10. Quoted material that is indented from the left and right margins need not have quotation marks. T F

11. Either a 60-space or a 70-space line is satisfactory with pica type. T F

12. Side margins of 1½ inches are more artistic than side margins of 1 inch. T F

13. The bottom margin should be 1¼ to 1½ inches. T F

14. Every page of a manuscript should have a uniform top margin. T F

15. Pages should be numbered with Arabic numerals. T F

16. The first page is generally left unnumbered. T F

17. There is only one correct place for typing the page number. T F

18. If page 1 is numbered, the number should be centered two or three spaces below the last line. T F

19. Each chapter or section of a manuscript should have its own series of page numbers. T F

20. A running head is a subtitle. T F

21. The running head should be typed at the top of the page, starting at the left margin. T F

22. Use all caps in typing the running head. T F

23. Paragraphs may be typed either block or indented form, provided the same form is used throughout and double spacing is used. T F

24. Each page should end with a complete sentence T F

25. Do not end a page with the first line of a paragraph or carry the last line over to the next page. T F

11. Either a 60-space or a 70-space line is satisfactory with each type. T F

12. Side margins of 1½ inches are more artistic than pole margins of 1 inch. T F

13. The bottom margin should be 1¼ to 1½ inches. T F

14. Every page of a manuscript should have a uniform top margin. T F

15. Pages should be numbered with arabic numerals. T F

16. The first page is generally left unnumbered. T F

17. There is only one correct place for typing the page number. T F

18. If page 1 is numbered, the number should be measured two or three spaces below the last line. T F

19. Each number of sections of a manuscript should have its own series of page numbers. T F

20. A running head is a subtitle. T F

21. The running head should be typed at the top of the page, according to the left margin. T F

22. Use all caps in typing the running head. T F

23. Paragraphs may be typed either block or indented form, provided the same form is used throughout the double spacing is used. T F

24. Each page should one with a complete sentence. T F

25. Do not end a page with the first line of a paragraph or carry the last line over to the next page. T F

26. The last word on a page should not be divided unless it happens to be a compound word. T F

27. Six spaces should be left at the end of each chapter or section before continuing with the next chapter or section. T F

28. Manuscripts should be typed with at least one carbon copy. T F

29. Titles of books, periodicals, and themes are generally underscored, but titles of articles are quoted. T F

30. Typed material having chapters or definite divisions should have a table of contents. T F

31. A table of contents should be arranged alphabetically. T F

32. The title and page number of each chapter or division of the manuscript should appear in the table of contents. T F

33. Footnotes should be arranged in the order in which first referred to and put at the end of the manuscript. T F

34. Footnotes may be numbered consecutively on each page throughout each division of the manuscript. T F

35. Use superior (raised) figures in numbering footnotes. T F

36. Footnotes should be typed single, double, or triple space according to spacing of manuscript. T F

26. The last word on a page should not be divided unless it happens to be a monosyllabic word.	T	9
27. Six spaces should be left at the end of each chapter or section before continuing with the next chapter or section.	T	9
28. Manuscripts should be typed with at least one carbon copy.	T	9
29. Tables of books, periodicals, and theses are generally unnecessary, but tables of articles are quoted.	T	9
30. Typed material having chapters or definite divisions should have a table of contents.	T	9
31. A table of contents should be arranged sidewise.	T	9
32. The title and page number of each chapter or division of the manuscript should appear in the table of contents.	T	9
33. Footnotes should be arranged in the order in which first referred to and not at the end of the manuscript.	T	9
34. Footnotes may be numbered consecutively on each page throughout each division of the manuscript.	T	9
35. Use superior (raised) figures in numbering footnotes.	T	9
36. Paragraphs should be typed square, double, or triple space according to spacing of manuscript.	T	9

37. When two successive footnotes refer to the same material, use Ibid. and the exact page number for the second footnote. T F

38. The asterisk is the only symbol that may be used to correctly indicate a footnote. T F

39. Use the underscore to separate footnotes from the material on the page with a line 12 to 15 spaces long, starting at the left margin. T F

40. Roman numerals are customarily used for major divisions of a manuscript and Arabic numerals for secondary divisions. T F

41. Separation pages are blank pages inserted at the beginning and end of a manuscript or between divisions of a manuscript to lend style. T F

42. Separation pages should be numbered the same as any other page in the manuscript. T F

43. If the title of the part it precedes is typed on it, the separation page is called a half-title page. T F

44. In material for the printer, footnotes are shown directly after the reference symbol rather than at the bottom of the page. T F

45. The title of the manuscript, name of author, name of publisher, date and place of publication should appear on the cover of the manuscript. T F

37. When two documents (numbered either in the same sequence, use [illegible] for the second document.

38. The location of the only removal date may be used to determine [illegible].

39. Use the following to indicate [illegible] the material is the [illegible] 12 months [illegible].

40. Mark [illegible] immediately upon [illegible] discovery of a [illegible] and [illegible] [illegible] temporary disclosure.

41. Material in boxes are filed [illegible] the [illegible] [illegible] [illegible] [illegible] [illegible].

42. Separation sheets should be [illegible] [illegible] [illegible] [illegible].

43. If the title of the [illegible] [illegible] or if the [illegible] [illegible] title page.

44. In addition [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

45. The title of the [illegible], name of [illegible], [illegible], [illegible] [illegible] [illegible] [illegible].

46. The title page is another name for the cover of a manuscript. T F

47. A title page and a table of contents are as essential for a short as for a long manuscript. T F

48. A title page belongs at the beginning of a manuscript. T F

49. A table of contents may be placed either at the beginning or at the end of a manuscript. T F

50. Publishing houses throughout the country have adopted a uniform style manual by which manuscripts must be arranged. T F

51. An index serves as a guide in locating the chapters or divisions of a manuscript. T F

52. An index should follow the table of contents in the manuscript. T F

53. A bibliography is a list of writings relating to a certain subject, showing name of author, publisher, place and date of publication. T F

54. Manuscripts for the printer should be folded only once. T F

55. The typist should never correct an error in a manuscript without getting the permission of the author. T F

56. All work intended for the printer should be double spaced. T F

57. Knowledge of the meaning of proof-reader's marks is unnecessary unless the typist is employed in a printing or publishing office. T F

58. Manuscripts may have side heads as well as centered heads. T F

59. Marginal heads and inserted headings are sometimes used. T F

60. Headings of equal value should be typed in the same style. T F

Part 2 Multiple-Choice

Directions: Write the number of the correct word or phrase in the space at the right.

---

1. The color ribbon most favored for typing manuscripts is (1) black, (2) purple, (3) blue, (4) black and red. ( )

2. Inserted or quoted material should be single spaced and indented from the main margins when it contains (1) more than one paragraph, (2) more than one page, (3) four or more lines, (4) over 100 words. ( )

3. Subheads are usually (1) centered, (2) started at left margin or at paragraph margin, (3) placed entirely in left margin, (4) inserted in the paragraph with a space around the subhead. ( )

57. Knowledge of the meaning of proof-reasons, marks is unnecessary unless the system is realized in a printing or publishing office.

58. Manuscripts may have nine heads as well as numbered heads.

59. Marginal heads and inserted headings are sometimes used.

60. Headings of equal value should be typed in the same style.

Part 2 Multiple-Choice

Directions: Write the number of the correct word or phrase in the space at the right.

---

1. The color ribbon most favored for typing manuscripts is (1) black, (2) purple, (3) blue, (4) black and red.

2. Inserted or inserted material should be single spaced and inserted from the main margin when it contains (1) more than one paragraph, (2) more than one page, (3) four or more lines, (4) over 100 words.

3. Centered are should: (1) centered, (2) starting at left margin or at paragraph margin, (3) placed entirely in left margin, (4) inserted in the paragraph with a space around the colored.

4. The typist should be careful to have each page end with (1) a paragraph, (2) a complete sentence, (3) at least two lines of a paragraph, (4) exactly 26 lines. ( )

5. Triple space may be desirable in typing (1) the final copy of a manuscript, (2) an author's first draft that will need further revision, (3) a manuscript to be sent to the printer, (4) a very short manuscript. ( )

6. The parts of a manuscript that most closely resemble each other are (1) the title page and the half-title page, (2) the table of contents and the index, (3) the cover and the title page, (4) the table of contents and the bibliography. ( )

7. Footnotes should be put (1) at bottom of the page where the material they support or explain occurs, (2) at the end of the manuscript, (3) at the end of each section or chapter, (4) at the end of the paragraph to which they refer. ( )

8. The preface, table of contents, and other pages preceding text are (1) unnumbered, (2) numbered with small Roman numerals, (3) numbered with Arabic numerals, (4) numbered with Roman numerals. ( )

9. The term "manuscript" is applied to documents that are (1) handwritten, (2) typewritten, (3) both handwritten and typewritten, (4) printed. ( )

Part 3 Completion

Directions: Select the correct term for each blank and put the letter for that term in the numbered space at the right which corresponds to the blank in the paragraph having that number. Some terms may be used more than once and others not at all.

(a) Table of Contents
(b) Index
(c) Bibliography
(d) Foreword or Preface
(e) Appendix
(f) Text

The __1__ and the __2__ come at the beginning (1)____
of a manuscript, but the __3__ and the __4__ come at (2)____
the end. The __5__ is arranged alphabetically and (3)____
the __6__ is arranged numerically. The __7__ gives (4)____
the references that have been consulted in writing (5)____
the manuscript. The __8__ tells what is contained (6)____
in the manuscript in general, but the __9__ gives a (7)____
more detailed list of its contents. (8)____
(9)____

(a) Title Page
(b) Cover
(c) Separation Page
(d) Half-Title Page

Important manuscripts should have a __10__ as (10)____
well as a __11__. The title and name of author ap- (11)____
pear on the __12__. The same information, with the (12)____
addition of the publisher, date and place of publi- (13)____
cation, appears on the __13__. A blank page next (14)____
the cover or between chapters is called a __14__. (15)____
A page showing only the title of the part it precedes
is a __15__.

Part I Completion

Directions: Select the correct name for each class and put the letter for that term in the numbered space at the right which corresponds to the blank in the paragraph having that number. Some names may be used more than once and others not at all.

(a) Table of Contents (d) Foreword or Preface
(b) Index (e) Appendix
(c) Bibliography (f) Text

The __1__ and the __2__ come at the beginning (1)____
of a manuscript, but the __3__ and the __4__ come at (2)____
the end. The __5__ is arranged alphabetically and (3)____
the __6__ is arranged numerically. The __7__ gives (4)____
the references that have been consulted in writing (5)____
the manuscript. The __8__ tells what is contained (6)____
in the manuscript in general, but the __9__ gives a (7)____
more detailed list of its contents. (8)____
(9)____

(a) Title Page (c) Separation Page
(b) Cover (d) Half-Title Page

Important manuscripts should have a __10__ as (10)____
well as a __11__. The title and name of author ap- (11)____
pear on the __12__. The same information, with the (12)____
addition of the publisher, date and place of publi- (13)____
cation, appears on the __13__. A blank page must (14)____
the cover be between numbers is called a __14__. (15)____
A page showing only the title of the part it precedes
is a __15__.

(a)	Spread Heading	(e)	Flush Sidehead
(b)	Centered Heading	(f)	Run-in Heading
(c)	Main Heading	(g)	Marginal Heading
(d)	Subheading	(h)	Cut-in Heading

A heading that begins at the left margin is (16)____
called a _16_; one that is entirely in the left (17)____
margin is a _17_. The most difficult heading to (18)____
arrange is the _18_. A heading starting at para-(19)____
graph indention is called a _19_. A centered (20)____
heading is usually a _20_, but it may be a _21_.(21)____
Emphasis is gained by using a _22_. (22)____

Directions: Explain the meaning of the following proof-reader's marks on the line beside each.

1. A circle around a figure or an abbreviation _____
2. A diagonal line between two words that are run together _____
3. A line over one word and under an adjoining word _____
4. Three lines under a letter or word _____
5. A line through a capital letter _____
6. stet _____
7. delete _____
8. ds _____
9. The number sign # _____
10. A circle around a punctuation mark _____

CHAPTER III

UNIT II--TYPING COMMON LEGAL AND BUSINESS DOCUMENTS

General Statement of the Unit

In a modern civilization, legal and business instruments are in everyday use. The typist in any office should have some knowledge of the names and uses of the more common forms, together with a general understanding of some of the legal terms. Further knowledge of correct set-up of material is desirable. Considerable straight-copy skill is required, as well as manipulative skill in aligning typewritten work with printed lines on forms. Judgment is necessary in completing blank forms. Accuracy is essential in proofreading the typewritten work.

Delimitation of the Unit

1. Some legal documents are of frequent use in business and should be known to the typist by name and general purpose. Illustrative of such are the following: power of attorney, proxy, contract or agreement, bill of sale, mortgage, articles of copartnership or articles of incorporation, lease, deed, and specifications.

2. Some legal documents are peculiar to the law field rather than the business field. Although some understanding of these is desirable, it is not essential unless the typist

is employed in a lawyer's office. A few documents typical of this category are: will, brief, testimony, statement of claim, affidavit of defense.

3. Many legal documents are available as printed forms which are to be filled in with specific information for the individual case. To complete such forms satisfactorily, the typist must align the data with the printed lines and exercise care in using correct pronouns and verbs. Blank spaces must be filled in with hyphens to prevent changes in the forms after they are completed.

4. Documents which are not standardized or for which blank forms are not available should be typed according to certain commonly-observed principles of arrangement. Briefly, these are as follows:

(a) Legal-cap paper 8½ by 13 inches (sometimes an inch or two longer) is used. This paper often has vertical red rulings to provide for a left margin of an inch or an inch and a half and a right margin of half an inch. Many states require the use of ruled paper.

(b) A black record ribbon is preferable.

(c) The number of carbon copies depends upon the number of persons who should receive one. At least one carbon should be made.

(d) Double space is generally used and paragraphs are indented 10 spaces.

(e) On ruled paper, marginal stops should be set about two spaces inside the rulings. On unruled paper, side margins should be approximately 1½ inches at the left and ½ inch at the right.

(f) Top margins are usually 2 inches deep, but if the material is very short it may be approximately centered and started lower than that on the page. The bottom margin should be about 1¼ inches wide.

(g) Pages, except the first, should be numbered with Arabic numerals an inch from the bottom of the page, in the center.

(h) Certain important words beginning paragraphs are often written in all capitals.

(i) Dates are usually spelled out. Sums of money are often spelled out and the amount written in figures in parentheses after the words. Example: Three Hundred Twenty-five Dollars ($325).

5. Legal documents are often bound in a cover or backing sheet which is approximately 1 inch wider and 1½ inches longer than the sheet on which the document is typed. Information concerning the contents of the document is typed on this cover. Sometimes a printed endorsement on the cover requires only filling in a few blanks with the specific information.

Documents are sometimes folded and sometimes left flat,

as the law of the state may specify. The typist should have some understanding of the way to fold and bind legal papers and to type the indorsement on the second quarter section from the top.

6. Common legal terms, such as affidavit, subscribed, and/or, plaintiff, defendant, versus, lessor, lessee, appurtenances, testator, decedent, executor, administrator, codicil, and intestate, should be understood. The abbreviations L.S., ss., Q, A, and vs. should also be comprehended. The significance of the term "Know all men by these presents," should be known to the typist.

Incidental Learning Products

The probable incidental learning products for this unit will be the same as for the unit on typing manuscripts in some instances. Ability to work with less dependence upon the teacher, independent judgment, and carefulness in doing each piece of work should be further increased.

The pupil's vocabulary should be enlarged.

The pupil may come to an understanding of the use of some legal documents and to sense the need of legal advice in many common life situations.

The Unit Assignment Sequence

Tentative Time Allotment.-- The work in this unit was planned for a period of three weeks.

Introduction.-- At some time or other every person will have contact with some legal or business paper or document. Perhaps some of the members of this class may have seen forms like the ones now on the bulletin board, among which are a mortgage, a will, a deed, a proxy, and a power of attorney. You will notice that some of these documents are printed, whereas others are typed in full. You will also see that the legal paper is ruled for margins and is longer than standard typewriting paper. Although you may never work in a lawyer's office, you may find it helpful to have a general knowledge of how to type legal documents.

Study and Activity Guide.-- Read the directions carefully on your study guide before doing any assignment. Try to understand the purpose of the papers you are typing and to answer the questions that are designed to help you in this respect. All the assignments are in your text.

1. On page 216 of your text you will find an illustration of a proxy. You will notice as you read this legal form that the person signing it is authorizing another person to act as his agent. It is a common practice for a stockholder who cannot be present to vote at a meeting to designate some one to vote in his stead. This is called

"voting by proxy." The proxy is so common that printed forms are generally used, necessitating only the filling in of specific data. Do you know why the unused spaces in the form are filled in with hyphens?

Since you do not have a blank form, type the proxy in Job 3, Assignment 141, in full. Follow the general arrangement of the illustration, but vary the length of the line, if necessary. Allow at least three spaces for signatures. Read the general information under Assignment 141.

2. Contracts, often termed agreements, are of various kinds. On page 215, you will find an illustration of a contract for property. Observe that sums of money are expressed in words, followed by figures in parentheses. Notice which parts of the illustration correspond to the printed form you have to complete and which show the information typed thereon.

You may take your choice of Job 2, Assignment 141, page 216, or Job 4 on the same page. If you really want to test your ability to fill out a contract form, try Job 4. Use the variable line spacer to align the typing with the printed lines. Why must you use extra care in typing amounts of money? Read the general information under Assignment 141.

3. You have seen some of the legal papers on the bulletin board typed on ruled paper that is longer than the

regular 8½ by 11 inch size. In typing the mortgage in Job 1, Assignment 142, you will used ruled legal paper which is 13 inches long. Some legal paper is 14 inches or 15 inches long. Before starting to type, read what is printed in your text under Assignment 142, page 217.

A mortgage transfers interest in property as security for the payment of a debt. Can you distinguish between the mortgagor and the mortgagee? Who owes the debt and conveys a right to his property as security for payment?

4. If you should work in a lawyer's office, you would often have to type wills. In Assignment 143, Job 1, page 217, you will find one to type. This will is to be done in single space. Wills may be typed in double space. Can you think of any reason why some lawyers prefer to have wills typed single space? Note the 10-space paragraph indention. This is common in legal work.

Why is it advisable for every one with property to make a will? (See page 441 in Commercial Law by Peters and Pomeroy.) Does property mean only real estate? Can you explain the terms codicil, executrix, and testator, which you will find mentioned in this will? Other terms you should understand in connection with wills are executor, administrator, administratrix, decedent, and intestate. How many witnesses must there be to a will? On a separate half sheet answer at least two of the questions and explain three of the terms.

5. Look over Assignment 144, Job 1, page 220, and Assignment 145, Job 1, page 222, selecting the one you prefer to type. Neither the brief (attorney's argument) nor the testimony would be work you would encounter in the ordinary office. Follow carefully the directions for the one you decide to do.

If you type the brief, you will come across the terms "plaintiff" and "defendant" as well as "prima facie." Consult a law book or the dictionary if you do not understand what they mean. Doubtless you will have no difficulty in deciding what the letters "Q" and "A" stand for in the testimony. Can you tell also the meaning of the abbreviation "vs."? What kind of examination is there as well as direct examination?

6. On letter-sized stationery, type the power of attorney on page 279, as directed in Unit 40, Job 3, pages 280-281. (Omit typing additional powers of attorney for the other names listed). What length line should you use if you are to have 1½-inch side margins? Be sure to put signature lines as shown in the illustration at the bottom of page 280.

To be legal, a power of attorney must have an acknowledgment. Under Job 4, page 281, you will find one shown in proper form. After you have studied this, proceed to type it on the back of the power of attorney. Reverse the

papers and carbon carefully. Start two inches from the top of the sheet.

Who is the executor of this document? Who is the notary public? Can you explain what is meant by having a document notarized? Both a proxy and a power of attorney may be described as documents that authorize one person to act in behalf of another. Which would you say grants the greater power? Explain.

7. Type the bill of sale as directed in Unit 57, Job 4(a), page 339. Printed forms are often used, but in this case you will type the entire document. Do you know any reasons why it is sometimes desirable to have a formal bill of sale instead of an oral agreement? Both a bill of sale and a deed transfer ownership of property. Can you tell what determines which form to use? Consult Commercial Law by Peters and Pomeroy.

8. On page 364, Test 4, there is an agreement to be typed on 8½ by 13 inch paper, with marginal rulings. Use double space in typing this lease.

Would you say that a lease meets the definition of a contract? (See "What are contracts?" on page 10 of Commercial Law by Peters and Pomeroy.) Is it necessary to sign a lease if you wish to rent a house or apartment? Can you think of any advantages or disadvantages to such a procedure? Consider the matter from the viewpoint of both the landlord and tenant.

9. Usually, legal documents are bound in a cover, sometimes called a "back." This is larger and heavier than legal paper and usually blue in color. Read the information on page 281 of your text and study the illustrations showing how such a cover is folded and indorsed. If you have difficulty in making your first cover, ask your teacher for assistance. When you have demonstrated your ability to fold and indorse a backing sheet, you may, if you wish, serve on a committee to aid your classmates in this respect.

Covers are to be made for the following documents: Assignment 3, Mortgage; Assignment 4, Will; Assignment 8, Lease.

Optional Related Activities.-- A list of the optional activities was posted on the bulletin board for this unit and was found helpful to both pupils and teacher as a ready reference. It saved time and reduced confusion incident to selecting the cards from the activity file, as a pupil could remove a card without keeping others waiting while trying to make a choice.

1. Interview some friend or acquaintance who works in a lawyer's office. Find out what this person considers helpful for a typist about to enter such employment to know concerning legal forms and papers, as well as the qualifications desirable. Type a brief report of your interview,

or, if you prefer, be ready to give a short talk to the class on the day reserved for questions and discussion.

2. Make inquiries to find out what local stores carry legal paper and standard printed legal forms of various kinds. What ones, if any, are obtainable? How much do they cost?

3. Type the letter on page 174 of Gregg Typing, Second Edition, Complete, making a carbon copy and addressing an envelope. Can you explain the terms "intestate," "dower right," and "administratrix"? Explain them briefly on a memo slip to hand in with your work.

4. Type definitions or explanations of at least ten legal expressions or terms you have encountered in your work. Consult the glossary of Commercial Law by Peters and Pomeroy.

5. Perhaps you would like to help two or three of your classmates in selecting the best pieces of typing handed in and arranging them for display. Possibly you can bring in some actual legal papers that are no longer needed, such as a proxy, a deed, a contract, or some similar paper. If you are interested in this, speak to your teacher so that a committee may be formed for that purpose.

6. If you like to fill out forms, or think you need to improve your skill in aligning material on blanks, try any one of the following: (a) proxy and power of attorney, page 121, Typewriting Technique; (b) lease of flat, page 234, Gregg Typing, Complete Course; or (c) bill of sale,

page 339, Typing for Business. Before starting to fill in the blank form, look it over carefully to determine how to complete it.

7. When a business is started as a partnership or a corporation, formal papers setting forth the terms of the agreement are drawn up for signature. On page 292 of 20th Century Typewriting, you will find articles of copartnership. On page 299 of the same book you will find articles of incorporation. Read these and decide which one you prefer to type. Then follow the directions carefully.

How many persons are necessary to form a partnership? A corporation? Can you name at least one advantage or disadvantage of each form of organization. Consult Commercial Law by Peters and Pomeroy, pages 318 and 346.

8. The form for typing building specifications is similar to that of legal documents. Refer to Exercise 7, page 213, of Business and Personal Typewriting, or Problem 3, page 312, of 20th Century Typewriting, for examples of of documents of this kind. Type either set of specifications, with a manuscript cover for your work.

9. A legal document strictly connected with court action is illustrated on page 296 of Webb's Simplified Typewriting. Type this summons to be served by publication. What is meant by "serving a summons"? In what way besides by publication can such a paper be served?

10. When a lawsuit is to be started, the person beginning it must file a statement of claim. The person against whom action is brought files an affidavit of defense. If you are interested in these documents, look up Problems 4 and 5 on pages 299 and 300 of 20th Century Typewriting. Hand in both papers together.

Test on Typing Legal Documents

Part 1 True-False

Directions: Circle T if the statement is generally true and F if it is generally false.

1.	The typist in a legal department must be more accurate and careful than the ordinary typist.	T	F
2.	A great deal of the work of the typist in a legal office consists in filling in printed forms.	T	F
3.	Erasures are never permitted in legal typing.	T	F
4.	When entire paragraphs are to be typed on a printed form, they should be double spaced if there is room.	T	F
5.	Legal paper is always three inches longer than standard typewriting paper.	T	F
6.	If the typist makes an error in typing a figure in a date or in a sum of money, the paper must be retyped.	T	F
7.	Skill in using the variable line spacer is of minor importance in legal typing.	T	F

8. For the sake of appearance and to give an even right margin, unused spaces on printed legal forms are filled in with hyphens. T F
9. Legal paper may be had with vertical ruled lines to indicate margins. T F
10. Some ruled legal paper has a left margin of about an inch and some a left margin of an inch and a half. T F
11. The law of some states requires the use of legal paper with vertical rulings. T F
12. When typing on ruled legal paper, stops should be set about two spaces inside the rulings. T F
13. Pages are numbered with Arabic numerals half an inch from the top in the center. T F
14. Top margins should be 2 inches deep, except for very short material which may be started lower on the page. T F
15. The vertical rulings on legal paper are single lines ruled in black. T F
16. For emphasis, certain important words at the beginning of paragraphs are underscored. T F
17. Legal papers are usually typed double space. T F
18. Paragraphs in legal work are often typed in block form. T F

19. Placement of signatures and witnesses' addresses should be indicated by means of a dotted line. T F

20. All legal documents must be signed in the presence of a notary public. T F

21. An acknowledgment is the statement of a notary public at the end of a document attesting to the genuineness and date of the signature. T F

22. Important legal documents are bound in a cover. T F

23. Covers for legal documents are the same width but are longer than the papers they inclose. T F

24. After being folded over about an inch at the top, covers are then folded in three equal sections. T F

25. Documents that are bound may be left flat or folded according to the custom of the office where they are typed. T F

26. Sufficient information to identify the document is typed on the cover. T F

27. When inserting cover in the typewriter to type the indorsement, place the inch-fold next the platen at the left. T F

28. It is not necessary to spell out dates, sums of money, or dimensions in legal work. T F

29. Titles on legal papers should be centered with regard to vertical rulings rather than edges of the paper. T F

30. A power of attorney is a legal paper authorizing one person to act in behalf of another. T F

31. A proxy carries less authority than a power of attorney. T F

32. It is not necessary for the typist to read over a printed form carefully because spaces that are to be filled in are immediately apparent. T F

33. A typist in a business firm may frequently have to type such papers as wills, briefs, testimony, and affidavits. T F

34. Sums of money are usually spelled out and followed by the amount in figures in parentheses. T F

35. Carbon copies are not acceptable in legal typing so that if more than one copy of a document is needed it must be retyped. T F

36. Legal covers are often called backs or backing sheets. T F

Part 2 Multiple-Choice

Directions: Write the number of the correct word or words in the space at the right.

---

1. Legal covers are usually (1) white, (2) buff, (3) blue. ( )

2. Paragraphs on typed legal papers are generally (1) indented 5 spaces, (2) indented 10 spaces, (3) blocked. ( )

30.	Is there an adequate and convenient system for the disposal of refuse?	Y	N
31.	Is there adequate provision for the storage of refuse?	Y	N
32.	Is the site adequately fenced to prevent the entry of animals?	Y	N
33.	Is there adequate provision for the storage of fuel?	Y	N
34.	Does the dwelling have adequate ventilation and lighting?	Y	N
35.	Is there adequate protection against the entry of insects?	Y	N
36.	Is there adequate provision for the disposal of sewage?	Y	N

Part 3 - Sanitation-Health

Instructions: Write yes or no in the appropriate space at right of each question.

1.	Is there adequate quantity of water for all purposes?	Y	N
2.	Does the water supply meet the requirements of the Public Health Act?	Y	N

3. A sum of money would be expressed (1) Five Hundred Dollars ($500), (2) $500 (Five Hundred) Dollars, (3) $500.00. ( )

4. A date is generally written (1) the twenty-first day of May, (2) the 21st day of May, (3) May 21. ( )

5. Legal documents are (1) always folded, (2) always left flat, (3) either folded or flat, as the law of the state specifies. ( )

6. In legal typing, erasures are (1) never permissible, (2) permissible if carefully done, (3) permissible except in figures for dates and money. ( )

7. Legal papers are bound (1) at the left side, (2) at the top, (3) at either top or side, as the employer prefers. ( )

8. The indorsement on a legal cover should be typed (1) on the quarter section at the top, (2) on the second quarter section, (3) on the third quarter section. ( )

9. Pages should be numbered (1) at the top center, (2) at the top right, (3) at the bottom center. ( )

10. Ownership of real estate is evidenced by (1) a mortgage, (2) a bill of sale, (3) a deed. ( )

11. A lawyer's argument in a case is called (1) an affidavit, (2) a brief, (3) testimony. ( )

Part 3 Completion and Matching

Directions: Below is the opening portion of a lease of flat. Fill out the blanks, using the current date, John Parker as landlord, and Robert Gray and Mary Gray as tenants. Each blank scores as one point.

THIS AGREEMENT, Made the_____day of_____ (1,2)____

in the year one thousand nine hundred and _____ (3)_____

Between_____part___of the first part, as (4,5)____

Landlord, and_____part____of the (6,7)____

second part, as Tenant___, Witnesseth, that the (8)_____

part____of the first part, ha___agreed to Let, (9,10)___

and hereby do____Let, to the said (11)____

Directions: Select from the terms below the one you think goes with the statement at the right.

---

plaintiff proxy	One who brings suit	1
defendant lessor testator	One who hires property under a lease	2
decedent lessee	One who makes his will	3
seller purchaser executor	One authorized to vote for another	4
administrator attorney notary public	One named in a will to carry out its terms	5
mortgagor mortgagee landlord	One appointed by law to settle an estate	6
witness	One who affixes his seal to an acknowledgment	7
	One who holds a mortgage as security for a debt	8

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CHAPTER IV

CONCLUSION

Procedure in Teaching the Units

Time allotment.-- As previously indicated, a time allotment of four weeks for typing manuscripts and three weeks for typing legal documents was tentatively set. In the actual teaching of the units, it was found advisable to lengthen this by a week in each case to permit pupils to try more of the optional activities, as well as to do over papers which did not meet a reasonable standard of accuracy. Short question and discussion periods about twice a week, as well as speed trials not connected with the unit assignments, accounted for some of the additional time needed.

Pre-tests.-- The pre-test for the unit on typing manuscripts was given to the pupils with a statement by the teacher that it was not to be counted as a marking test. Pupils were told the purpose of the test was to see what they might remember about simple manuscripts from their first-year typewriting work. Since the pupils had never been given a pre-test before or taught by the unit method, this explanation was necessary. The pre-test for the second unit on typing legal documents was accepted as a matter of course.

Core and optional activities.-- After the introduction to each unit, mimeographed study and activity guides were given to each pupil. By reading over together one or two of the required assignments on the guide, the pupils were shown that they should be able to follow the directions for the typing and to answer the questions with little, if any, help from the teacher. They were told that the work need not be done in the order listed.

The optional activity card file was then shown and explained. The books used in the optional activities were put where easily accessible on a table in one corner of the room and on one shelf in the closet. Since the title and page reference of the book used in each optional activity was listed on the card describing that activity, it was not necessary for each pupil to have a bibliography. One copy of the bibliography was posted for reference, if necessary.

Mastery tests.-- The pre-test for each unit was used as a mastery test to measure the pupil's increase in knowledge about the work. The daily typing output was used as a means of judging skill in performance.

Reaction of Pupils to Unit Method

Opinions concerning the study and activity guide.-- At the conclusion of the first unit, the pupils were asked to answer a few questions about the new way of carrying on the

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work. Approximately four-fifths expressed a preference for a study and activity guide in place of daily assignments, chiefly because it allowed a variation in the order of work and an opportunity to carry it on at their own rate. A few said they learned more from having to read and carry out the directions themselves. Several thought the unit method easier but said they learned more from the teacher's daily directions. A few typical comments follow:

"I like having a study and activity guide because if I make a great many errors on one paper I can try a different one next time and then go back to the first."

"If we have an assignment sheet we can go right ahead and don't have to wait for others or for directions from the teacher."

"I think I learn more from an assignment guide because I have to notice what the directions mean or I get the work wrong."

"No, I don't like a study guide because it gives me the feeling I have lots of time. When I have only one day for an assignment I get it finished."

Opinions concerning optional activities.-- The majority of the pupils liked the optional activities. In some cases this was due to genuine interest in what was undertaken. In other instances, the optional activities appealed because they permitted a choice of work that the pupils considered easy.

Evaluation of Tests

The mastery test on "Typing Manuscripts" had a possible score of 101. It will be seen by referring to Tables 1 and 2 (pages 54 and 55) that the first class had a pre-test range of 48 to 78 and a mastery-test range of 46 to 88 and the second class a pre-test range of 45 to 74 and a mastery-test range of 43 to 80. The test on "Typing Common Legal and Business Documents" had a possible score of 66. Tables 3 and 4 (pages 56 and 57) show the first class had a pre-test range of 26 to 45 and a mastery-test range of 41 to 60, compared with a pre-test range of 23 to 47 and a mastery-test range of 35 to 57 for the second class. A comparison of the classification index scores shows the second class to be somewhat below the first class in intelligence and achievement. Since the tests did not measure typing skill, but rather knowledge of the nature and arrangement of the work, it is probable the lower classification index ratings explain the lower scores of the second class.

Eight pupils did not do quite so well on the mastery test as on the pre-test for the unit on "Typing Manuscripts," one pupil scored the same, and the others gained from 2 to 21 points. The average gain for the first class was 6 points and for the second class 5 points. All pupils improved in the mastery test on the second unit, the gain ranging from 1 to 28 points. The average gain for the first class was 16 and the second class 12.

Table 1. Scores on pre-test and mastery test on "Typing Manuscripts" for pupils in first class. Pupils are listed according to classification index.

Pupil	C.I.	Pre-test	Mastery Test
(1)	(2)	(3)	(4)
1	125	62	78
2	124.5	69	88
3	115	73	80
4	115	78	86
5	109.5	58	64
6	107	61	66
7	106.5	71	70
8	104	72	76
9	103.5	66	64
10	101	76	83
11	99	74	83
12	98.5	49	54
13	98.5	64	73
14	98	63	69
15	97.5	65	72
16	95	70	83
17	91.5	53	64
18	90.5	55	53
19	90.5	58	63
20	88	48	46
21	88	63	72
22	83.5	58	64
23	82.5	61	61
24	82.5	64	78
* 25	--	64	71
* 26	--	63	70
* 27	--	51	56

* No test available

Table 2. Scores on pre-test and mastery test on "Typing Manuscripts" for pupils in second class. Pupils are listed according to classification index.

Pupil	C.I.	Pre-test	Mastery Test
(1)	(2)	(3)	(4)
1	109	68	76
2	106.5	74	80
3	106.5	64	72
4	105	55	76
5	101.5	47	59
6	99.5	62	65
7	98.5	57	60
8	96	51	48
9	92	56	58
10	91	62	59
11	90.5	57	61
12	88.5	52	60
13	85	49	64
14	83.5	57	66
15	80.5	45	43
16	75	51	55
17	71.5	59	53
* 18	--	52	59
* 19	--	56	59
* 20	--	69	72
* 21	--	61	68

* No test available

Table 3. Scores on pre-test and mastery test on "Typing Common Legal and Business Documents" for pupils in first class.. Pupils are listed according to classification index.

Pupil	C.I.	Pre-test	Mastery Test
(1)	(2)	(3)	(4)
1	125	37	58
2	124.5	45	60
3	115	27	46
4	115	36	58
5	109.5	31	41
6	107	26	50
7	106.5	45	47
8	104	33	58
9	103.5	32	57
10	101	41	52
11	99	42	59
12	98.5	36	46
13	98.5	27	48
14	98	33	50
15	97.5	32	53
16	95	30	53
17	91.5	32	50
18	90.5	37	51
19	90.5	32	45
20	88	32	42
21	88	37	47
22	83.5	30	49
23	82.5	30	45
* 24	--	41	56
* 25	--	31	55
* 26	--	36	53
* 27	--	32	41

* No test available

Table 3. [illegible] Common Lucia Fine Sand [illegible] Clear Lake [illegible] to Classification Limits.

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

Table 4. Scores on pre-test and mastery test on "Typing Common Legal and Business Documents" for pupils in second class. Pupils are listed according to classification index.

Pupil	C.I.	Pre-test	Mastery Test
(1)	(2)	(3)	(4)
1	109	36	50
2	106.5	36	42
3	106.5	40	45
4	105	39	44
5	101.5	37	57
6	99.5	27	35
7	98.5	37	43
8	96	41	50
9	92	24	45
10	91	36	51
11	90.5	36	39
12	88.5	23	51
13	85	28	41
14	83.5	26	44
15	80.5	30	53
16	75	24	36
17	71.5	33	41
* 18	--	29	47
* 19	--	44	45
* 20	--	47	56
* 21	--	35	53

* No test available

Comments of the Teacher

Some problems encountered.-- More confusion resulted under the unit plan than when the classes were taught in the customary way. This was due in part to necessary walking about the room to consult the optional activity file or to obtain needed books. Some, however, was occasioned by curiosity to find out what other pupils were doing or had already done. Work on optional activities was handicapped because there was only one copy of most of the supplementary books. It was the experience of the teacher that the unit plan functioned more smoothly with the class of 21 pupils than with the class of 27.

The question of marking the work arose because of the variation in the choice of assignments and the number completed by different pupils. It is unfortunate, but seems true, that in many cases marks are the strongest motivation for pupils. To put less emphasis on this, papers were accepted if they met a certain standard without being given an alphabetic or numerical grade. Pupils seemed to be satisfied to have papers returned to them marked "Accepted," but they developed a spirit of rivalry to see how many activities they could do within the time allowed.

At first the pupils resented the time spent in question or discussion periods. They felt every minute should be spent in typing. However, by announcing in advance that a short

Conclusion of the Lecture

[illegible] ... [illegible] ... [illegible]
[illegible] ... [illegible] ... [illegible]
[illegible] ... [illegible] ... [illegible]

period of not over five or ten minutes would be set aside twice a week for the purpose of allowing them to contribute anything of interest in connection with optional activities, or of asking questions, this attitude changed. A number of pupils gave reports to which the others listened with interest. Some came with questions or suggestions jotted down ready to mention when the opportunity presented. This short period proved a good time for the teacher to display one or two pieces of commendable work or to offer helpful criticism. If no reports or questions were forthcoming, the typing was commenced at once.

Some conclusions reached.-- Teaching by the unit method requires careful planning to be a success. Details should be thought out beforehand, as well as the broad general teaching scheme. After one unit has been tried, a second one can be carried out with greater success because it is possible to avoid some of the mistakes previously made. A unit that has been taught only once will doubtless need some revision before it is used another year.

The informality in the classroom is compensated for by the greater interest and enthusiasm the pupils have in the work. Foresight on the part of the teacher in handling the situation can reduce confusion produced by having the pupils carry on their work in a new way and aid them in becoming adapted to the changed method.

It is the opinion of the writer that the unit method can be used successfully in teaching a skill such as typewriting, although it is doubtless more valuable in a discussion subject. Unsolicited statements from pupils have brought the conviction they were genuinely disappointed to return to daily textbook assignments. Gain in typing performance under the unit method appears to be about the same as shown by the average class taught in the traditional manner, but it is believed that the increase in general knowledge is greater. It is hoped to be able to draw more definite conclusions another year by teaching one class by the unit method and another in the regular way. A unit on business letters is needed to round out the teaching. A skill test to supplement the mastery tests used for manuscripts and legal documents also seems desirable.

Key to Test on Typing Manuscripts

Part 1 -- True-False

1	T	21	T	41	T
2	F	22	F	42	F
3	F	23	F	43	T
4	F	24	F	44	T
5	F	25	T	45	F
6	T	26	F	46	F
7	T	27	F	47	F
8	F	28	T	48	T
9	F	29	T	49	F
10	T	30	T	50	F
11	F	31	F	51	F
12	T	32	T	52	F
13	T	33	F	53	T
14	F	34	T	54	F
15	T	35	T	55	F
16	T	36	F	56	T
17	F	37	T	57	F
18	T	38	F	58	T
19	F	39	T	59	T
20	F	40	T	60	T

Part 2 -- Multiple-Choice

1 (1)	4 (3)	7 (1)
2 (3)	5 (2)	8 (2)
3 (2)	6 (3)	9 (3)

Part 3 -- Completion

1 (a) or (d)	12 (b)
2 (d) or (a)	13 (a)
3 (b) or (c)	14 (c)
4 (c) or (b)	15 (d)
5 (b)	16 (e)
6 (a)	17 (g)
7 (c)	18 (h)
8 (a)	19 (f)
9 (b)	20 (c)
10 (a)	21 (d)
11 (b)	22 (a)

1	Spell out
2	Separate words
3	Reverse order
4	Capitals
5	Small letter
6	Let it stand
7	Take out
8	Double space
9	Leave a space
10	Put a period

Key to Test on Typing Legal Documents

Part 1 -- True-False

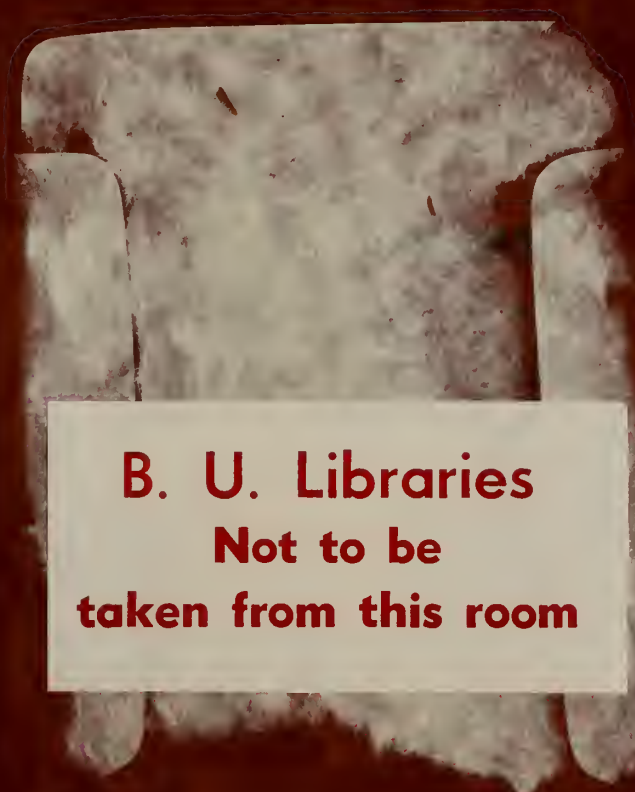
1	T	19	F
2	T	20	F
3	F	21	T
4	T	22	T
5	F	23	F
6	T	24	F
7	F	25	F
8	F	26	T
9	T	27	T
10	T	28	F
11	T	29	T
12	T	30	T
13	F	31	T
14	T	32	F
15	F	33	F
16	F	34	T
17	T	35	F
18	F	36	T

Part 2 -- Multiple-Choice

1 (3)	5 (3)	9 (3)
2 (2)	6 (3)	10 (3)
3 (1)	7 (2)	11 (2)
4 (1)	8 (2)	

Part 3 -- Completion and Matching

1	current date
2	current month
3	current year
4	John Parker
5	y
6	Robert and Mary Gray
7	ies
8	s
9	y
10	s
11	es

1	plaintiff
2	lessee
3	testator
4	proxy
5	executor
6	administrator
7	notary public
8	mortgagee

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